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TIPS

for SUPERVISORS

On Personnel Management

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'MR. TEACHER'

On Your Mark

The little red schoolhouse seems a far cry from a government office. Yet much in common unites the supervisor of the modern office and the teacher of the 3 R's.



Like him, the supervisor must be not merely a master of many "trades." He must be also an expert in teaching them to many "pupils" at varying levels - by various means - and all at one and the same time.

STEP 2

PRESENTATION

The supervisor should have a carefully designed PLAN and follow it.

It should be accurate and complete, yet flexible enough to meet situations as they arise.

He should select the Teaching Method he plans to use. There are 4 he can choose from.

A Teaching Method is “a pattern of identifiable student and instructor activity used in presenting instructional material.”

A brief resume of each of the 4 follows. Depending on his objective, the supervisor can take his choice of one or a combination of several.

O.K.? Then...let's clear the decks, ship anchor, and go to sea!



The Lecture Method

The present trend is away from this method so that, more and more, emphasis can be placed on the student.

Yet it can be used to advantage in an employee-supervisor relationship especially to present information to a large group. It is a handy tool to

describe inform explain

stimulate convince

It is effective for introducing a new subject or a new policy, or presenting many ideas in a short time, provided they are not wholly technical in nature. Use of motor skills, or public speaking, would be examples.

It has its drawbacks, however, because since there is lack of employee participation there may be a resultant lack of interest, and some difficulty in estimating employee progress.



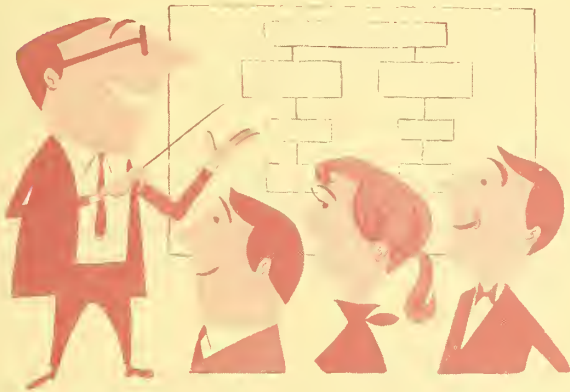
The Discussion Method

This is a good method to use in trying to find a better way to do a job. Or to analyze an abstract theory or explore the worth of a newly advanced concept.

It is probably one of the most effective training devices because it gives employees a chance to pool their ideas and knowledge, raise questions and voice objections.

It helps the employee exercise not only his grey matter but challenges his judgment and gives him a sense of satisfaction in being able to make constructive critical evaluations.

It has the disadvantage of being time consuming, however, and the danger exists of the wrong points getting too much emphasis.



The Demonstration Method

This method is used to show how something works or something is done that requires the use of the employee's hands as well as his head.

But it can also be used to show how a principle works or what will be the results of a series of actions.

Demonstrating the intricacies of automatic data processing machinery is one example.

Making a chart to show how an organization would look when reorganized is another

The supervisor can win or lose on this one according to how well he sets his stage. A little theatrics won't hurt. And some of the tactics of the old circus barker on the supervisor's part could help "sell" his "product" to the employee.

Before the demonstration, the supervisor should:

- Determine objectives
- Prepare complete plans
- Remove distractions
- Arrange materials
- Emphasize the points employees should watch

During the demonstration:

- Be sure everyone can see
- Don't rush - but don't dawdle either
- Explain the purpose of each step
- Stress safety precautions
- Encourage questions

and

- Repeat the whole thing over again if it's needed

After the demonstration:

- Summarize all key points

This will make them stay put in the minds of the beholders!



The Performance Method

This is one of the best and most fundamental methods because it gives the employee a chance to practice what the supervisor preaches.

Its advantages are:

It puts theory into practice
Employees can apply what they have learned
It increases the speed of learning by the use
of more senses
Faulty habits and practices can be discovered and corrected on the spot

and

It furnishes a check on employee progress

This method is usually slow, not suited to groups, and not suitable for some materials - such as explaining a policy or interpreting a philosophy.

It is, however, the ideal method for on-the-job training with a little bit of the Lecture, Discussion, and Demonstration Methods thrown in.

Since most of the supervisor's teaching is involved in on-the-job instruction, he might do well to give a major portion of his attention to this particular Teaching Method.



To apply it in a practical down-to-grass-roots way there are a few points the supervisor should take a good look at before he gets started.

One of these would be a thorough reading of the employee's job description to be sure he knows the exact duties in which he's going to instruct the employee.

He should then pick out the major duties - the immediate things the employee **MUST** know to get underway - and instruct the employee in them first. The minor or related duties could be woven in as the training goes along.

The supervisor will have to make up his mind - at the outset - that Rome wasn't built in a day. Instructing the employee once how to do a thing doesn't discharge the supervisor's responsibility. He may find he has to do it several times before it sticks.

He should demonstrate to the employee how each duty is done and then have the employee perform the operation for him.

He should be prepared to answer any and all questions the employee might bring up. To be caught unaware causes lack of faith and loss of esteem.

The employee should be told - from time to time - how he's doing. Where he has caught on o.k. and where he's weak and how to overcome it.

Reasonable time goals should be set for him to have learned the job. His progress may seem, at times, to be lagging. When this happens, the supervisor will have to remind himself - often - that "patience is a flower that grows not in every garden" and try to cultivate a little in his.

Summarize every now and then as the training goes along so he'll know the whys and wherefores of his various duties - and how they fit into the whole puzzle.

Then, turn the employee loose on his own as promptly as possible. Let him try his wings.

Don't act like a mother hen clucking over her chick. But **DO** keep an eye on him to help keep him out of any jams his mistakes might get him into.

Don't be discouraged if he makes mistakes. We learn by our mistakes. Often such learning sticks longer than the theoretical kind.

SUMMARIZATION

STEP 3

A summary should be made at the end of every lesson, unit and program.

In addition, internal summaries - during the progression of the training - might be made, depending on the material being taught.

The important thing is that the employee must always be able to understand how each part of the new material relates to the whole, how each strand fits into the warp and the woof of the whole cloth.

EVALUATION

STEP 4

Evaluation is not confined to the end of the lesson, day, or program; it should be used throughout the training process.

It is the measuring of all the

Devices

Methods

Skills

Techniques

used

against the

Knowledges

Skills

Abilities

Changed attitudes

gained by the employee in relation to the objectives.

Tie evaluation to motivation, understanding, and application.

The employee's success will spur him on. His failures - when he knows the reason why - will

motivate him to learn how he can avoid failing the next time.

Check the employee for signs of approval, bewilderment or opposition. Be alert for indications of agreement, disagreement, or puzzlement. These can serve as your gage to assess his understanding of what you are trying to teach him.

To what extent is the employee applying the results of the supervisor's teaching? Note if he is doing it right or wrong and make suggestions for correction or improvement. Give him some standards for and encourage his own self-evaluation.

APPLICATION

STEP 5

The employee should be given a chance to apply new knowledge or skills while the material is still clear in his mind and his interest is high. So the supervisor should let him strike while the iron's still hot!

The employee doesn't really know whether he's learned what the supervisor's taught him until given the chance to apply it.

If the material taught is not applied it loses its value - and all the supervisor's training has been in vain.



Win or Lose

Did the training take? Only time will tell!

In the meantime, the supervisor might want to do a little evaluating of himself and the project of teaching he's just finished - and file it for future reference.

The importance of good training - of teaching - by a supervisor is summed up in the words of Henry Brooks Adams:

"A teacher affects eternity; he can never tell where his influence stops."

Awesome thought, isn't it?

It places a BIG responsibility on the shoulders of the supervisor. Will the seeds he has planted flourish and grow?

Who can say?

The supervisor may have touched off the main-spring that could start some employee on a career he never dreamed of and for which he never realized before he possessed the potential.

Or he may have awakened in some employee a realization that wild dreams of brilliant success are not enough. That **NOW IS THE TIME** to get down to cases, quit day-dreaming and take some realistic action to make those wild dreams come true.

The supervisor may have opened up alluring vistas for achievement for some employee - he may have been the instrument for shaping the destiny of some future administrator or agency head - or at least have set his footsteps in that direction.

And - who knows - maybe a supervisor's supervisor might do the same for him!

